Journal of Curriculum and Supervision
Summer 1999, Vol. 14, No. 4, 381–382

Journal of Curriculum and Supervision

INDEX TO VOLUME 14

Author Index

Boyle-Baise, Marilynne, Bleeding Boundaries or Uncertain Center? A Historical Exploration of Multicultural Education, 14 (Spring 1999): 191–215.

Bullough Jr., Robert V., Past Solutions to Current Problems in Curriculum Integration: The Contributions of Harold Alberty, 14 (Winter 1999): 156–170.

Burroughs, Robert, From the Margins to the Center: Integrating Multicultural Literature into the Secondary English Curriculum, 14 (Winter 1999): 136–155.

Claudet, Joseph G. and Chad D. Ellett, Conceptualization and Measurement of Supervision as a School Organizational Climate Construct, 14 (Summer 1999): 318–350.

Davis Jr., O. L., After the New Standards, What Next? *(Editorial)*, 14 (Fall 1998): 1–4.

Davis Jr., O. L., Ask the Natives *(Editorial)*, 14 (Winter 1999): 105–108.

Davis Jr., O. L., Research and Practice Without Pasts *(Editorial)*, 14 (Summer 1999): 283–285.

Davis Jr., O. L., When Will the Phonics Police Come Knocking? *(Editorial)*, 14 (Spring 1999): 187–190.

Delandshere, Ginette and John H. Jones, Elementary Teachers' Beliefs About Assessment in Mathematics: A Case of Assessment Paralysis, 14 (Spring 1999): 216–240.

Ebmeier, Howard and Janice Nicklaus, The Impact of Peer and Principal Collaborative Supervision on Teachers' Trust, Commitment, Desire for Collaboration, and Efficacy, 14 (Summer 1999): 351–378.

Feldman, Allan and Aaron Kropf, Teachers as Curriculum Decision Makers: The Selection of Topics for High School Physics, 14 (Spring 1999): 241–259.

Foster, Stuart J. and Elizabeth A. Yeager, "You've Got to Put Together the Pieces": English 12-Year-Olds Encounter and Learn from Historical Evidence, 14 (Summer 1999): 286–317.

Goff, Katherine E., Chaos, Collaboration, and Curriculum: A Deliberative Process, 14 (Fall 1998): 29–42.

Hansen, David T., Understanding Students, 14 (Winter 1999): 171–185.

Holt, Maurice, Scott and Amundsen: Another Interpretation, 14 (Winter 1999): 126–135.

Perlstein, Daniel, Saying the Unsaid: Girl Killing and the Curriculum, 14 (Fall 1998): 88–104.

Pratt, David, Planning in a Cold Climate, 14 (Winter 1999): 109–125.

Sabar, Naama and Moshe Silberstein, Toward a More Balanced Curriculum: Multioriented Curriculum Structure in Israeli Primary Schools, 14 (Fall 1998): 43–67.

Thomas, Thomas P., The Difficulties and Successes of Reconstructionist Practice: Theodore Brameld and the Floodwood Project, 14 (Spring 1999): 260–282.

Wraga, William G., "Interesting, If True": Historical Perspectives on the "Reconceptualization" of Curriculum Studies, 14 (Fall 1998): 5–28.

Zepeda, Sally J., and Judith A. Ponticell, At Cross-Purposes: What Do Teachers Need, Want, and Get from Supervision? 14 (Fall 1998): 68–87.

Title Index

After the New Standards, What Next? *(Editorial)*, O. L. Davis Jr., 14 (Fall 1998): 1–4.

Ask the Natives *(Editorial)*, O. L. Davis Jr., 14 (Winter 1999): 105–108.

At Cross-Purposes: What Do Teachers Need, Want, and Get from Supervision? Sally J. Zepeda, Judith A. Ponticell, 14 (Fall 1998): 68–87.

Bleeding Boundaries or Uncertain Center? A Historical Exploration of Multicultural Education, Marilynne Boyle-Baise, 14 (Spring 1999): 191–215.
Chaos, Collaboration, and Curriculum: A Deliberative Process, Katherine E. Goff, 14 (Fall 1998): 29–42.
Conceptualization and Measurement of Supervision as a School Organizational Climate Construct, Joseph G. Claudet and Chad D. Ellett, 14 (Summer 1999): 318–350.
The Difficulties and Successes of Reconstructionist Practice: Theodore Brameld and the Floodwood Project, Thomas P. Thomas, 14 (Spring 1999): 260–282.
Elementary Teachers' Beliefs About Assessment in Mathematics: A Case of Assessment Paralysis, Ginette Delandshere and John H. Jones, 14 (Spring 1999): 216–240.
From the Margins to the Center: Integrating Multicultural Literature into the Secondary English Curriculum, Robert Burroughs, 14 (Winter 1999): 136–155.
The Impact of Peer and Principal Collaborative Supervision on Teachers' Trust, Commitment, Desire for Collaboration, and Efficacy, Howard Ebmeier and Janice Nicklaus, 14 (Summer 1999): 351–378.
"Interesting, If True": Historical Perspectives on the "Reconceptualization" of Curriculum Studies, William G. Wraga, 14 (Fall 1998): 5–28.
Past Solutions to Current Problems in Curriculum Integration: The Contributions of Harold Alberty, Robert V. Bullough Jr., 14 (Winter 1999): 156–170.
Planning in a Cold Climate, David Pratt, 14 (Winter 1999): 109–125.
Research and Practice Without Pasts *(Editorial)*, O. L. Davis Jr., 14 (Summer 1999): 283–285.
Saying the Unsaid: Girl Killing and the Curriculum, Daniel Perlstein, 14 (Fall 1998): 88–104.
Scott and Amundsen: Another Interpretation, Maurice Holt, 14 (Winter 1999): 126–135.
Teachers as Curriculum Decision Makers: The Selection of Topics for High School Physics, Allan Feldman and Aaron Kropf, 14 (Spring 1999): 241–259.
Toward a More Balanced Curriculum: Multioriented Curriculum Structure in Israeli Primary Schools, Naama Sabar and Moshe Silberstein, 14 (Fall 1998): 43–67.
Understanding Students, David T. Hansen, 14 (Winter 1999): 171–185.
When Will the Phonics Police Come Knocking? *(Editorial)*, O. L. Davis Jr., 14 (Spring 1999): 187–190.
"You've Got to Put Together the Pieces": English 12-Year-Olds Encounter and Learn from Historical Evidence, Stuart J. Foster and Elizabeth A. Yeager, 14 (Summer 1999): 286–317.